



## Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact [support@jstor.org](mailto:support@jstor.org).

education and inspiration to all officers and men in camp, who desire to avail themselves of the opportunity. All of this is for the upbuilding of the morale of the army, whose business is war, and which appreciates anything contributing to the effectiveness of its purpose.

The work of the library has a vitalising effect upon the librarians, as it develops personal resources of reaching men. It helps to maintain the morale of the army by keeping the men in camp, and by meeting their cultural needs. It teaches the library habit to many men who never used a library before, and develops it among book lovers. Men become so appreciative of the value of the camp library that they gladly coöperate with their officers in arranging for regimental and company

libraries for overseas, even to their willingness to take a book in their already overburdened pack. A colonel of the old army, who scorned the idea of a camp library and all other activities managed by civilians told me, soon after the camp was established, that "if he had his way, all such activities should be bodily thrown out of camp." A few days before he left for France, some months after, he had the great courtesy to come to the library to say:

"I have revised my decision as far as the camp library is concerned because of the work done for my officers and men. In the new army there is most decidedly the need of a place for the serious, studious work done by the men and this the camp library affords in making better soldiers of our army."

## A DAY IN CAMP\*

BY LLOYD W. JOSSSELYN, *Librarian, Public Library, Jacksonville, Fla. (Camp Librarian, Camp Johnston, Fla.)*

In a few minutes I can no more tell you of a day's work in camp than any camp librarian can really do the work alone that comes up, so I am going to do as my friend Goodell did when I went up to visit Camp Wheeler and he took me to that lake in the mud in his little second-hand Ford out to camp—just hit the road in two or three spots.

Isaac Marcossin in his book, "The business of war," gives a wonderful description of the quartermaster's work in the American armies. Out at Camp Johnston 100,000 men a year are being trained to do this work—the clothing, the feeding and the transporting of men. This means in a camp that cannot hold normally over eighteen or twenty thousand, that 17,000 men are coming into camp every two months to take a training of ten weeks in one of the many schools, such as office training schools; shop schools; road train-

ing schools; automobile drivers; train drivers; road repairmen and the like; remount schools for such occupations as wagon-making, teaming, horseshoeing and similar work; and officers' training schools for the performance of the work of the officers in these same branches.

To meet this special type of work the American Library Association has built up at Camp Johnston a library of 12,000 books, 6,000 of these books being technical books, most of them in the 600 and 300 classes. We have there at least 1,000 books in the reference department alone. So you see our greatest work and effort has been to supply material for the instructors, to assist them in writing up the lectures which they are delivering in the various schools. Their work changes from week to week. A lecture will be written on a certain subject and that lecture is never given again, it must be entirely rewritten, because to keep up with the changes the instructors must have the very

\*Abstract of remarks.

latest publications and get a great deal from magazines and periodicals. Then we put forth a special effort, of course, to guide the student in his work, in his research and study, and to push the technical books which we have on the shelves.

Our day's work is very similar to that of

a college reference library and that of a public library, except that the librarians and all of our workers bear in mind that they are wearing the uniform, are serving in a military camp, are there to help win the war, and that "war is hell."

### CAMP LIBRARY WORK AT A NAVAL TRAINING STATION

BY HERBERT S. HIRSHBERG, *Librarian, Public Library, Toledo, Ohio (Camp Librarian Great Lakes, Ill.)*

The fundamental difference perhaps between the men in the naval camps and those in the army camps is that the men in the naval camps are without exception volunteers. They have not been drafted. A good many of them have perhaps had the thought of the approaching draft as an impetus to their enlistment in the navy, but men of this kind are likely to be of a higher degree of average intelligence than those who are in the army camps. The result is that in the navy camps we have practically no men who do not speak English. There is a great variety of men, as there is in the army camps, but the average grade of intelligence is doubtless higher.

The Great Lakes Naval Training Station is largely devoted to a series of schools for the preparation of men in different subjects. The library in serving these men puts collections of books in the regimental headquarters, which are really the school headquarters, and the regimental commander appoints some detail to care for the books and that man acts really as a school librarian.

We have groups of men, 1,800, 2,000, 2,500, all studying the same subject. The problem of supplying a sufficient number of the same kind of books to those men of course is a tremendous one, and it is almost impossible for the library to find enough books on the few subjects which those men are studying to supply them with the books they need.

Another point of contact of the camp library in the navy camps which the library in the army camp does not have is that with the training ships. The men after a period of training ashore are sent to sea. Placing books on the cruisers is of course one of the things which the navy camp library can do and which the army camp library cannot do.

A method of contact with the men which we are considering at the Great Lakes is one which is used and has been used for a great many years in county libraries, and that is the book wagon. When the men first come to camp they are placed in detention for a period of three weeks. Parts of the naval camps are devoted entirely to detention purposes. During the period of detention the men are forbidden to congregate in buildings and of course they find the time boring because of the fact they are not yet acquainted with their messmates and are left a good deal to themselves, especially for the first few days. I believe that by using the book wagon and taking the books right out among the men, we can educate the men to the use of the books as they come into the camp.

At Great Lakes the camp library has been for some time and is still in one of the detention camps. The great influx of men made it necessary to include the camp in which the library was placed as part of the detention camp. The men were